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ABSTRACT

Guidelines are presented for developing workshops and inservice programs in physical education and recreation for impaired, disabled, and handicapped persons. Workshops are explained to be designed to create awareness of problems faced by the handicapped and the role of physical education and recreation in their lives. Considered are the following aspects: the location, financing, planning and conducting of workshops; the most appropriate format; publicity; facilities; equipment and materials; exhibits; registration procedures; and evaluation. Also included are sample time schedules for 1-day and 1 1/2-day programs, a workshop progression plan, and sample evaluation materials. (CL)

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MAKING WORKSHOPS WORK

in Physical Education and Recreation for Special Populations

Developed and Distributed by:

PHYSICAL EDUCATION AND RECREATION FOR THE HANDICAPPED
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A project of:

UNIT ON PROGRAMS FOR THE HANDICAPPED
American Alliance for Health, Physical Education, and Recreation
1201 16th Street, N.W., Washington, D.C. 20036

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This marks the fourth and most comprehensive revision of this publication presenting guidelines and suggestions for planning and implementing workshops and inservice programs in physical education, recreation, and related areas for impaired, disabled, and handicapped persons. Over the years many different individuals have contributed to these materials. Thanks and appreciation are extended to each person who in his or her own way has provided ideas, information, and suggestions to make this a more complete and valuable publication--AAHPER Task Force on Programs for the Mentally Retarded (now for the Handicapped), directors of workshops sponsored by the AAHPER Project on Recreation and Fitness for the Mentally Retarded, coordinators of a variety of inservice programs, staff of the AAHPER Unit on Programs for the Handicapped, and countless individuals who provided input through their evaluations of workshops and inservice programs and activities all over the country. Special gratitude and praise for a difficult job extremely well done are extended to Liane Summerfield, Information and Materials Assistant, Physical Education and Recreation for the Handicapped: Information and Research Utilization Center (IRUC), who revised and rewrote previous workshop formats and whose contributions resulted in this valuable product. Additional thanks are offered Lowell Klappholz, Editor of the Physical Education Newsletter, who assisted in various aspects of the development and editorial processes; to Wanda L. Burnette, IRUC Program-Administrative Coordinator, for responsibility of planning and coordinating production, processing, and distribution of this publication--these tasks were done in their usual superlative way. All individuals who have been involved directly or indirectly in this project reflect truly interdisciplinary cooperation so characteristic of people and growth providing services to special populations through physical education, recreation, and related areas. To each, heartfelt thanks and congratulations on another job extremely well done.

Julian Stein, Director
Physical Education and Recreation
for the Handicapped: Information
and Research Utilization Center

WHO ARE THE HANDICAPPED: A CLARIFICATION OF TERMS

The terms impaired, disabled, and handicapped are often used synonymously and interchangeably. Society imposes labels, particularly upon individuals with various physical, mental, emotional, and social conditions. There are important differences among the terms impaired, disabled, and handicapped, and different degrees of affliction. These terms are differentiated in the way individuals with various conditions look upon themselves, not in ways that have been culturally imposed by society and by persons without any of these conditions.

- Impaired individuals have identifiable organic or functional conditions; some part of the body is actually missing, a portion of an anatomical structure is gone, or one or more parts of the body do not function properly or adequately. The condition may be permanent, as in the case of amputation, congenital birth defect, cerebral palsy, brain damage, or rectolinial fibroplasia. It may be temporary--functional speech defects, some learning disabilities, various emotional problems, certain social maladjustments, or specific movement deficiencies.

- Disabled individuals, because of impairments, are limited or restricted in executing some skills, doing specific jobs or tasks, or performing certain activities. Individuals with certain impairments should not be automatically excluded from activities because the condition makes it appear that they cannot participate safely, successfully, or with satisfaction. Some impaired persons attain high levels of excellence in activities in which they are not supposed to be able to perform or participate.

- Handicapped individuals, because of impairment or disability, are adversely affected psychologically, emotionally, or socially. Handicapped persons reflect an attitude of self-pity. Some individuals with impairments and disabilities are handicapped, some severely. Others with severe impairments or disabilities adjust extremely well to their conditions and live happy and productive lives. In their eyes they are not handicapped even though society continues to label them handicapped. Undoubtedly many persons in society with neither an impairment nor a disability are handicapped!

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INTRODUCTION

If you have a penny and I have a penny and we exchange, we each have a penny. But if you have an idea and I have an idea and we exchange, we each have two ideas.

Material in this guide--formerly titled Suggested Workshop Formats--has been developed by staff members of the American Alliance for Health, Physical Education, and Recreation's (AAHPER) Unit on Programs for the Handicapped (formerly Project on Recreation and Fitness for the Mentally Retarded) and staff of Physical Education and Recreation for the Handicapped: Information and Research Utilization Center (IRUC). This fourth revision includes suggestions and recommendations from directors and coordinators of workshops, clinics, institutes, conferences, seminars, and other inservice programs conducted around the country. Evaluation and input from participants in many of these same programs have also been incorporated into the latest revision of this guide to add this important dimension to the contents.

The original guide was developed by the AAHPER Task Force on Programs for the Mentally Retarded. Adaptations and expansions have been made so that these materials can be used in and are relevant for:

- Programs involving individuals with different handicapping conditions.
- Physical education/adapted physical education, recreation/therapeutic recreation, camping/outdoor education, sports, aquatics/swimming, and related activity areas.
- Integrated or separated programs.
- Other educational, recreational, habilitation, or rehabilitation areas of immediate concern.

Over the years, materials in Suggested Workshop Formats have been adapted and used by educators in such diverse disciplines as science, mathematics, English and social studies. These materials have also proven useful for and successful in programs conducted specifically to train personnel as workshop-demonstration leaders or resource contacts in special areas. They have been used at national, regional, district, state, and local levels.

Information in this revised guide is provided specifically for persons interested in planning conferences, workshops, clinics, institutes, orientation sessions, seminars, or inservice programs dealing with any aspect of physical education/adapted physical education, recreation/therapeutic recreation, camping/outdoor

education, sports, aquatics/swimming, or related activity areas for impaired, disabled, and handicapped persons. It may also be used by personnel concerned with planning any type of inservice program in other disciplines or specializations. To aid further in planning programs, appendices containing sample workshop progressions and evaluation instruments have been included. These materials can be adapted to help in programmatic and evaluative aspects of both pre- and inservice activities.

Additional evaluation of and reactions to contents of these materials are encouraged from individuals and groups using this guide. Input about <u>your</u> success stories, helpful hints, and promising practices for planning, organizing, conducting, evaluating, and following-up inservice programs, activities, and projects is requested. This type of two way communication is necessary to insure continued progress in this never ending process. This represents sharing and teamwork at their best.

PURPOSES OF WORKSHOPS

Workshops are designed to:

- Create an awareness of problems confronting impaired, disabled, and handicapped persons in general, understand particular problems faced by people with specific handicapping conditions in particular, and focus on need for cooperative solutions.

- Create an awareness of physical education, recreation, and related activity needs and desires of impaired, disabled, and handicapped persons and their families.

- Provide workshop participants with knowledge and skills to develop programs in physical education, recreation, and related activity areas for impaired, disabled, and handicapped persons.

- Furnish workshop participants with practical, functional, how-to-do-it information and materials.

- Encourage workshop participants to commit themselves to initiate new programs or expand existing ones based on suggestions and recommendations made at the workshop.

- Help workshop participants recognize necessary differences in methods and procedures for conducting programs and in teaching impaired, disabled, and handicapped persons as compared with teaching noninvolved individuals. However, at the same time similarities between special and noninvolved populations must be emphasized so that impaired, disabled, and handicapped individuals can be integrated into regular school and community programs when each is able to participate and compete safely, successfully, and with personal satisfaction with peers.

PARTICIPANTS AND PLANNERS

Workshops should strive to reach:

- Physical education/adapted physical education, special education, and elementary school classroom teachers who teach physical education in regular or special settings.

- College/university physical education, recreation, and special education faculty members, particularly those involved in teacher preparation and those who prepare students to work in community and residential facilities and agencies.

- Recreation/therapeutic recreation administrators, supervisors, and leaders employed in both public and private agencies.

- Representatives of national, regional, state, and local agencies conducting programs for impaired, disabled, and handicapped persons; level of agency participation depends on scope of workshop.

- Administrators and supervisors of school and recreation programs and those responsible for overall operation of both special and regular programs involving special populations.

- Volunteers and paraprofessionals working in recreation, physical education, special education, and related program areas.

- Impaired, disabled, and handicapped individuals, their families, and persons in the lay public, who have an interest in programs for special populations.

Workshops should be planned in advance by a planning committee which includes:

- Representatives of a broad cross-section of groups expected to attend the workshop.

- Representatives of various groups within the community and region with interest in programs for impaired, disabled, and handicapped persons. These representatives include but are not limited to:

- impaired, disabled, and handicapped consumers
- public education divisions in physical education, special education, and supervisory positions
- parks and recreation departments
- volunteer agencies such as scouts, YM/YWCA, Red Cross, parent groups
- state mental health/mental retardation groups
- colleges and universities

LOCATION OF WORKSHOPS

Site selection for workshops depends on such factors as:

- Existence of on-going programs for impaired, disabled, and handicapped persons near the workshop site.
- Adequacy of physical facilities such as meeting rooms, restaurants, cafeterias, and places to sleep such as hotels, motels, and dormitories.
- Availability of public transportation in the form of planes, trains, taxicabs, and buses, so that participants can conveniently travel from their homes to the community where the workshop is being held and from their hotel/motel to the workshop site.
- The proposed length of the workshop; for example, a one-day drive-in workshop should be held in a centralized location to get maximum participation.

Note: It is advisable to select a site coordinator from members of the planning committee. This person can do the legwork involved in checking available sites and facilities.

FINANCING WORKSHOPS

Workshops are not necessarily expensive to run, but the planning committee should consider a variety of funding possibilities such as:

- Local and state funds including revenue sharing.
- Short-term grants from various federal or state agencies.
- Inservice funds allocated by various participating agencies, institutions, and schools.
- Registration fees to defray part of costs.
- Fees to commercial exhibitors.
- Innovative fund raising techniques.

Other considerations with direct and/or indirect implications for financing workshops include:

- Plan the workshop as part of a larger inservice conducted by a state or local agency.
- Increase communication with other organizations or agencies so that maximum attendance is achieved.
- Have a one-day program, permitting participants to drive in; this may increase attendance by lowering registration fee and decreasing other expenses, and free the committee from housing and food concerns.

For more detailed information on funding sources, see:

1. Innovation and Success Stories: Guide for Financial Assistance and Program Support. Washington, D. C.: American Alliance for Health, Physical Education, and Recreation, May 1973. 37 pp. $2.75
2. A Catalog of Federal Assistance Relating to Recreation and Physical Education for the Handicapped. Washington, D. C.: American Alliance for Health, Physical Education, and Recreation, July 1973. 104 pp. $5.20

3. Foundation Programs: Guide for Financial Assistance and Program Support. Washington, D. C.: American Alliance for Health, Physical Education, and Recreation, August 1973. 48 pp. $4.25

4. Funding: General Information and Listing of References. 6 pp. $.75

These sources may be obtained from IRUC, 1201 16th Street, N. W., Washington, D. C., 20036. Enclose check or money order payable to IRUC. For first class postage add $1.00; AAHPER members include membership number and subtract 20%.

PLANNING AND CONDUCTING WORKSHOPS

Workshop planning is a time-consuming task in which attention to detail is of utmost importance. Listing exactly what must be done--before, during, and after a workshop--has rewarding results and saves the planning committee sleepless nights wondering if such-and-such got done. The chart on the following pages summarizes important considerations in planning and indicates pages where additional information for each planning consideration may be found. Although each planning consideration is treated separately, it must be stressed that all areas are being planned simultaneously.

PLANNING WORKSHOPS - SUMMARY SHEET

PLANNING CONSIDERATION	PAGE	BEFORE THE WORKSHOP	DURING THE WORKSHOP	AFTER THE WORKSHOP
PROGRAM	15	. Determine objectives . Establish criteria for speakers/presentors . Consider commercial and/or educational exhibits	. Make program changes as necessary . Announce changes	. Evaluate program--speakers and exhibits in terms of established criteria
FORMAT	17	. Determine format that best meets objectives -lectures -discussions -demonstration/participation sessions -visitations -panels -happenings -drop-in centers -film centers -resource centers . Establish tentative time schedule . Develop printed program	. Stick to pre-workshop schedule and game plan	. Evaluate format, schedule, and printed program in terms of ways each facilitated attainment of workshop objectives
PUBLICITY	31	. Develop notices and send to appropriate individuals/groups . Send releases to media . Establish press room or public relations chairperson . Make contacts for key personnel to be interviewed and/or participate on radio or television program	. Continue to send press releases . Be alert to story possibilities . Post releases for participants to read	. Send thank you notes to appropriate media personnel . Send releases to media . Follow-up stories, programs, and other materials and information should be provided to media personnel . Evaluate effectiveness of this aspect of overall program in terms of quantity and quality of coverage

PLANNING CONSIDERATION	PAGE	BEFORE THE WORKSHOP	DURING THE WORKSHOP	AFTER THE WORKSHOP
FACILITIES	33	. Determine types and sites of needed facilities . Reserve needed facilities	. Make changes as necessary	. Evaluate adequacy of facilities in terms of program and types of sessions
EQUIPMENT AND MATERIALS	35	. Determine equipment and supply needs (include screens!) . Test equipment . Order necessary resource materials including spare bulbs and fuses for all equipment . Preview films; repair if needed . Make equipment chart to facilitate delivery of equipment during workshop . Put together packets for participants	. Distribute packets to participants . See that equipment and materials are in right place . Check PA system . Be sure spare bulbs and fuses and extra tapes are provided with equipment	. Return borrowed or rented equipment . Evaluate order, delivery, and return systems for equipment, materials, and packets
PERSONNEL	37	. Determine criteria for speakers . Invite appropriate speakers . Brief speakers/chairpersons as to expectations of them . Confirm times and dates of sessions with speakers/chairpersons . Select guides, recorders, registration personnel, and session chairpersons . Brief all personnel as to duties	. Be sure personnel have necessary supplies/information to do jobs . Be prepared for any emergency that may arise	. Send thank you notes to all personnel . Evaluate speakers in terms of presentation, content, and other relevant criteria

PLANNING CONSIDERATION	PAGE	BEFORE THE WORKSHOP	DURING THE WORKSHOP	AFTER THE WORKSHOP
EXHIBITS	41	. Determine exhibit area and hours of operation . Arrange for exhibits from various sources; consider both commercial and educational exhibits . Assign space to exhibitors . Establish registration, set-up, and take-down procedures . Consider exhibitor demonstration sessions	. Arrange for orderly set-up of area well in advance of time exhibits are scheduled to open . Provide necessities for exhibitor demonstration sessions	. Arrange for orderly take-down of area after time exhibits are scheduled to close . Obtain evaluation of exhibits and related activities . Provide opportunities for exhibitors to also evaluate these aspects of total workshop program
REGISTRATION	43	. Put together packets . Plan registration procedures . Consider pre-registration	. Implement registration as planned . Provide for late and daily registrations	. Evaluate all aspects of registration from points of view of committee, participants, speakers, and workers
EVALUATION	45	. Develop evaluation instruments and procedures	. Meet informally with planning committee each day . Explain evaluation procedures to participants and have forms completed . Consider a steering committee of participants to meet with planning committee daily for input and additional evaluation	. Prepare final evaluation . Have meeting after 6-month follow-up evaluation . Meet with next year's committee and pass along information . Conduct follow-up evaluations to determine effects and impact of workshop on programs and activities

PLANNING THE PROGRAM

Before the Workshop

- Determine objectives of the workshop--what do you hope to accomplish? Who is the workshop geared toward?
- Survey both disabled and nondisabled persons involved in physical education, recreation, and related program areas for impaired, disabled, and handicapped persons to ensure that the program is directed toward needs, problems, and priorities of impaired, disabled, and handicapped individuals and of persons working with these groups.
- Determine format that best meets these objectives. (This is covered in detail in the next section.)
- Establish criteria for speakers, in light of the format to be followed and content of the workshop. (This is covered in greater detail in the section on Personnel.) A Planning Chart, such as the one on pages 27-30 is helpful.
- Investigate possibility of having exhibits that complement workshop sessions. (See section on Exhibits for more detail.

During the Workshop

- Make program changes as necessary.
- Announce program changes by means of public address system, announcements in each session, or printed signs.

After the Workshop

- Evaluate the workshop program, speakers, and exhibits in terms of established criteria. (See section on Evaluation for details.)

FORMAT

Before the Workshop

Determine format that best meets program objectives. A combination of various types of sessions makes programs more interesting. Different types of sessions include:

. LECTURE/ADDRESSES

Introductory address to the workshop should--
- --provide an opportunity for workshop chairperson to orient participants to purposes and personnel.
- --explain major aspects of the program.

Keynote presentation should--
- --identify problems
- --provide background of problems in terms of prevalence figures and projections, critical aspects, and what is currently being done to alleviate these problems.
- --set the tone for the total conference, issue charge to participants.
- --challenge participants to initiate programs, expand existing programs, undertake research, and increase opportunities for impaired, disabled, and handicapped individuals through specific physical education, recreation, and related programs.

There should not be too many lectures, addresses, or times when participants merely sit and listen. The key to a successful program is active involvement by participants--they want to talk with, not be talked at or to!

. SMALL GROUP BUZZ SESSIONS

These groups consist of ten people or less and--
- --give each participant an opportunity to react to general presentations, ask significant questions (something they may be reluctant to do in a large general meeting), discuss mutual problems, and present their success stories and promising practices.
- --should be led by chairpersons selected and oriented in advance so they know what is expected and how to channel discussions in relation to workshop objectives and backgrounds of participants.

. DEMONSTRATION/PARTICIPATION SESSIONS

--provide participants with opportunities to see consultants teach/lead.
--are effective in providing participants with primary experiences that show the potential of impaired, disabled, and handicapped persons in a variety of physical education, recreation, and related activities.
--may include beginning and advanced levels of teaching and leadership in perceptual-motor activities, physical education and physical fitness activities, recreation activities, outdoor education, aquatics/swimming, camping, scouting, and related program areas.
--may include opportunities for interaction between workshop participants and impaired, disabled, and handicapped persons. This can be valuable in breaking down anxiety, fears, and apprehension of participants regarding these individuals.
--provide opportunities to break into four or five small groups for specific sessions. This can be handled in a variety of ways: (1) participants elect to attend one or two sessions, (2) they attend all sessions with rotation from session to session controlled by a signal. In the latter approach, rotation may be done by (1) consultant and demonstration personnel remaining in one place and participants rotating, (2) consultant and demonstration personnel rotating and participants remaining in one place (in this case all stations should have the same equipment), or (3) participants and demonstration personnel rotating and consultant remaining in one place.

. VISITATIONS

--give participants opportunities to see on-going programs that they might have read about.
--are particularly useful when demonstration sessions are desired but facilities are lacking at the site of the workshop.

. PANELS

This type of session allows maximum time for questions and answers. Panel members--
--make brief presentations followed by an open question and answer period.
--make presentations in turn and then respond to questions directed to him/her--a time limit must be enforced.

--could be well-known practitioners or educators in the field who give no formal presentation but merely respond informally to questions. Note: To be sure a session of this type stays on the track, a moderator could have all questions submitted on cards so that he/she could direct questions of general interest to the appropriate panel member.

. OPTIONAL SESSIONS

--deal usually with problem areas identified by participants themselves; pre-registration forms may have a designated space where participants can write in topics they would like to see as optional sessions.
--may be buzz group, question-answer, demonstration, or panel format; moderators are selected on the basis of the topics covered.
--are informal sessions often held at night or after scheduled sessions have ended.

. HAPPENINGS

These are optional sessions that are very informal and usually not preplanned. People at a workshop who find that there is an interest in a particular subject or a mutual problem spontaneously decide to have a Happening, determine a time and place, and put up sign-up sheets.

. AN HOUR WITH

An informal question-answer session in which participants can interact with well-known professionals or consumers. This is a particularly good format for an evening session. These sessions are also effective for an individual immediately after he/she has made a formal presentation.

. SPECIAL SESSIONS FOR STUDENTS

--deal with topics of interest to students.
--utilize very informal question-answer or buzz group type of format.

. DROP-IN CENTERS

--are most effective in workshops lasting two or more days.
--should be arranged so that participants with similar interests can get together; there may be two or three such centers in one workshop.
--allow participants to meet and exchange ideas, show and tell what they are doing, and generally become involved.
--provide participants with opportunities to participate in cracker barrel sessions, in which one can talk informally with others about programs; this encourages participants to try new ideas and often gives them greater motivation when they return home.
--give participants some small recognition from colleagues for things they are doing in their communities.

. FILM CENTERS

Appropriate movies, filmstrips, slides, loop films, and videotapes/cassettes may be set up in a designated center so that--
--participants can drop in and watch or show audiovisual materials that pertain to presentations, have been advertised in professional journals, or deal with local ongoing programs.
--participants are encouraged to spend time in the film center. Arrange audiovisual showings in free time--before the first session in the morning, at noon, during breaks, after the last session of the day. Post a schedule on the door of the Center and in other prominent places. Announce titles and times before each session and include titles and times in the printed program or on a special handout.

. RESOURCE MATERIALS AND MATERIALS CENTERS

--schedule a session--speaker or panel--on resources available--i.e., visual aids, educational and informational materials, lists of on-going programs, consultants, materials/media centers, equipment and supplies, teaching tips, adaptations and modifications of activities and methods. Provide each participant with a kit or packet of materials to take home.
--provide participants with lists of people who can send them additional information and names and addresses of suppliers, publishers, and others who produce materials in the areas of physical education, recreation, and related areas for impaired, disabled, and handicapped persons.

--make available fliers, brochures, reprints of articles, and other appropriate materials.

. CLOSING SESSION

This is a short--15 minutes or less--dynamic presentation intended to motivate, challenge, and stimulate a commitment to action on the part of each participant. This might be best accomplished at a wind-up dinner or luncheon.

Establish a time schedule by utilizing a Workshop Planning Chart such as the one presented on pages 27-30.
Develop a printed or mimeographed program once speakers have been engaged, titles of sessions established, and times and places of sessions determined.

During the Workshop

. Start and finish all sessions on time.
. Make sure there is time for questions and interaction after each presentation.
. Follow the game plan developed in pre-workshop planning, but be flexible enough to adjust to changing situations.

After the Workshop

. Evaluate the effectiveness of formal schedule and printed program in terms of ways each facilitated attainment of workshop objectives. (See section on Evaluation for details.)

SAMPLE WORKSHOP TIME SCHEDULES

One-Day Program

Several of the types of sessions described in the preceeding section can be used in the course of a one-day workshop. The following example illustrates how different types of sessions add variety to the program; the example also shows a time schedule that a one-day workshop might follow--

8:30-9:00	Registration
9:00-9:15	Introduction and statement of workshop purposes
9:15-10:00	Keynote address--charge to participants
10:00-10:15	Coffee break
10:15-12:30	Four presentations . medical aspects . psychological aspects . social aspects . on-going programs Note: These presentations could be set up in one of three ways: . all participants attend each of four short presentations; or . each presentation is about two hours long; participants elect to attend only one; or . each presentation is about 60 minutes long with two going on simultaneously; participants may only attend two.
12:30-1:30	Lunch
1:30-2:30	Demonstrations
2:30-4:00	Small discussion groups
4:00-5:00	Closing presentations . available resources . challenge, motivate, and stimulate participants to initiate action programs

One-and-a-Half Day Program

A representative time schedule for a one-and-a-half day workshop follows--

First Day

9:30-10:00	Registration and coffee
10:00-10:15	Introduction and statement of workshop purposes
10:15-11:00	Keynote address

11:00-12:30	Three presentations . medical aspects . psychological aspects . social aspects Note: These presentations could be set up as described in one-day workshop.
12:30-1:30	Lunch
1:30-3:00	Presentations on Outstanding Programs . physical fitness . recreation . volunteers
3:00-3:15	Coffee break
3:15-5:00	Small group discussions
6:30-8:00	Optional--dinner with speaker

Second Day

9:00-10:00	Reports from discussion groups with opportunity to have questions answered by experts
10:00-10:15	Coffee break
10:15-12:30	Demonstration(s)
12:30-2:00	Closing luncheon with short presentations . available resources . challenge to action

Two-Day Program

This would follow a format similar to the one-and-a-half day meeting, winding up either in the late afternoon of the second day or with a closing dinner. The two-day meeting allows more time for effective use of:

- additional speakers
- visitations to sites of on-going programs
- visual aids such as a film center
- demonstration/participation sessions and interaction among participants

A representative time schedule for a two-day workshop follows--

First Day

9:00-9:05	Opening remarks and welcome
9:05-9:45	Keynote address
9:45-10:15	Demonstration--Physical Fitness--make colorful, dynamic, interesting
10:15-10:30	Coffee break
10:30-11:00	Demonstration--teaching through games
11:00-11:30	Small group discussions

12:00-1:30	Lunch
1:30-3:00	Demonstrations . games of low organization . basic motor skills
3:00-3:15	Coffee break
3:15-4:15	Demonstration--swimming and pool games
4:30-5:00	Small group discussions
5:00-7:00	Dinner
7:30-8:30	General session--questions

Remainder of evening free, or suggest films, informal discussions, happenings, special interest meetings, or other types of optional sessions.

Second Day

8:30-10:00	Demonstrations . gymnastics . sports skills
10:00-10:15	Coffee break
10:15-12:00	Demonstrations . large equipment . combative activities and partner games
12:00-2:00	Lunch and speaker
2:00-3:00	Small group discussions
3:00-4:00	General session . questions-answers . evaluation

WORKSHOP PLANNING CHART

TYPE OF SESSIONS	QUALIFICATIONS OF SPEAKERS	NATURE OF PRESENTATION	TIME LIMIT	COMMENTS
Opening Remarks	-Workshop Chairperson	-Welcome participants -Explain purposes of workshop and describe how they will be met -Introduce keynote speaker	5 min.	-It is important to get off to a fast, lively start
Keynote Address	-Well known and established physical educator, recreation specialist, psychologist, or special educator -Well known individual (personality) with some acquaintance, background or experience in areas of concern -Program participant (consumer) with personal experience and/or professional background in one or more of the areas of concern -Good knowledge of concepts of educating impaired, disabled, and handicapped persons -Knowledge of motor/physical problems of special populations and the role of motor activity in their development -Excellent oratory skills	-Identify role of physical education, recreation, and related areas as one agent in education, training, habilitation, rehabilitation growth, and development of impaired, disabled, and handicapped persons -Discuss shared objectives among different fields interested in special populations -Describe unique contributions of physical education, recreation, and related activity areas -Use many examples and success stories	30 min.	-A talk to make participants aware of the tremendous importance of physical activities for impaired, disabled, and handicapped persons and to make them eager to participate and pick up as many activities and ideas as possible

TYPE OF SESSIONS	QUALIFICATIONS OF SPEAKERS	NATURE OF PRESENTATION	TIME LIMIT	COMMENTS
Demonstrations	-Successful experience in developing and conducting activity programs for impaired, disabled, and handicapped persons	-Present a variety of physical activity sessions: . Physical fitness--i.e., calisthenics, running obstacle/confidence course, fitness games, exploratory/problem solving, dance, acrobatics . Low organization games and activities . Basic motor skill activity--i.e., walking, running, jumping, hopping, skipping, swinging, skating, rolling, rhythms . Aquatics/swimming--orientation to water and water safety, teaching strokes, pool games, boating, small craft, canoeing, life saving, skin and scuba . Sport skill instruction--this may be specific to a sport or general principles illustrated with several sports . Gymnastics--i.e., self-testing, tumbling, stunts, trampoline, vaulting, apparatus . Small equipment--i.e., hoops, chairs, balls, ropes, bean bags, tires, boxes	30 or 40 min. per session	-Presentations may be made in several ways (preferential order)-- . Demonstrations with impaired, disabled, and handicapped children in special and regular settings . Demonstrations with workshop participants . Combination of demonstrations and participation . Films . Slides -Demonstrations should be conducted both indoors and outdoors. If group is too large to handle together, plan concurrent sessions and then repeat them. Options can include rotation by (a) participants, (b) participants and demonstrators, or (c) consultants and demonstrators

TYPE OF SESSIONS	QUALIFICATIONS OF SPEAKERS	NATURE OF PRESENTATION	TIME LIMIT	COMMENTS
Demonstrations (continued)		. Large equipment--i.e., climbing apparatus, playground equipment, homemade/improved devices . Combative activities and partner games--progressive lead-up to wrestling . Teaching through games--use of physical activities to teach concepts, i.e., (a) presenting activities visually, orally, and kinesthetically to provide a variety of stimuli, (b) knowing left and right, numbers, verbal symbols, arithmetic, and (c) using activities to produce a variety of responses to stimuli		
Small Group Sessions	-Chairpersons must have experience in group leadership and be well prepared on topics in advance -Goals of sessions must be well-defined	-Include buzz sessions for discussions of use of activities which have been demonstrated for types of groups with whom participants are now or will be working	30 min.	-Leader must be mindful of time limitations and keep discussions directed toward activities which were demonstrated

TYPE OF SESSIONS	QUALIFICATIONS OF SPEAKERS	NATURE OF PRESENTATION	TIME LIMIT	COMMENTS
Small Group Sessions (continued)		-Discuss adaptations according to such factors as age, sex, IQ level, facilities, equipment, time, handicapping conditions, program organization -Discuss ways to modify, vary, and elaborate upon activities		-Groups may come up with a brief outline report of suggestions and recommendations to present at a General Session
General Sessions	-Small group chairpersons	-Present brief outline report from each small group session -Consider and plan this type of session carefully since speed of and repetition in presentations are often not well received by participants	3 min. per session report	-Include specific recommendations and suggestions
Closing Session Address	-Well-known personality--not necessarily professional, but with some relationship to special programs or populations--i.e., entertainer, politician, athlete	-Inspire participants with motivational talk to put into action new knowledge and ideas they have gained, improve their programs, and/or start new programs where none exist	15 to 20 min.	-May be presented at closing luncheon

PUBLICITY

Before the Workshop

- Develop notices that describe the workshop, give dates and subjects of sessions, indicate key presentors/speakers, and provide other pertinent information.
- Send notices and/or invitations to individuals, groups, organizations, schools, and agencies involved in or interested in programs for impaired, disabled, and handicapped persons in general and physical education, recreation, or related areas in particular.
- Send releases and other promotion materials, including glossy photographs, to newspapers, professional journals, radio stations, and television channels. If the workshop is being held at a university or agency with a public relations department, contact this department for assistance and/or additional publicity.
- Take advantage of television and radio talk shows to publicize the workshop; some television and radio stations allow a certain amount of free public service air time to announce programs of this type; make arrangements for key personnel to be interviewed and/or participate on radio or television programs.
- Establish a press room or a public relations chairperson, depending on the size and nature of the workshop. The function of the public relations chairperson, whether or not there is a press room, is to distribute pre-conference materials, provide copies of talks made during the workshop, and suggest to reporters what sessions they might like to cover personally.

During the Workshop

- Continue to send out press releases and encourage reporters to attend sessions.
- Be sure public relations chairperson and press room personnel are alert to story possibilities and statements that may make news.
- Post press releases for participants to read.

After the Workshop

- Send thank you notes to appropriate media personnel.
- Get out releases to local papers, professional journals, radio stations, and television channels summarizing highlights of the workshop and providing information about participants.
- Send articles to home town newspapers, radio stations, and television channels of featured speakers, presenters, demonstration leaders, and participants.

- Follow-up stories, programs, and other materials and information provided media personnel.
- Evaluate effectiveness of this aspect of overall program in terms of quantity and quality of coverage.

Sample Press Release

Name of Agency/Organization sponsoring workshop
Address
Telephone Number

For Release _____(date)_____

The Recreation Department of Parker Hospital is having a workshop titled The Use of Volunteers in Hospital Recreation on Saturday, November 8. The workshop will be held at Parkersville Community College on the third floor of the Main Building, from 9:00 AM to 4:30 PM.

Featured speakers at the workshop will include A. W. Grant, Executive Secretary of the State Recreation Association, and M. S. Nartin from the American Foundation for the Blind. Workshop sessions will cover such topics as training of volunteers for athletic programs, recreation activities that could be sponsored and conducted by organization-affiliated volunteers, and the volunteer's role in rehabilitation of the spinal cord injured patient.

Recreation professionals, personnel who work with volunteers, and persons interested in becoming volunteers are urged to attend. Registration fee is $5.00. For further information about the workshop or to receive registration information, contact:

Name
Address
Telephone

FACILITIES

Before the Workshop

- Survey and reserve needed facilities, such as large and small meeting rooms, dining rooms for special events, gymnasiums, swimming pools, and other rooms needed for specific sessions.
- Determine where exhibits can be set up. Divide this space and give each exhibit area a number for ease in assigning booths.
- Check restaurants and hotels in the area and make a list of these to give to workshop participants.
- Assign rooms and other program facilities in terms of type of session, anticipated attendance, and number of concurrent sessions.

During the Workshop

- Be prepared to make changes, such as re-assigning rooms on the basis of number of participants in each session.

After the Workshop

- Evaluate procedures used in assigning rooms and exhibit spaces.
- Evaluate adequacy of facilities in terms of program, types of sessions, number of concurrent sessions, and number of participants.

EQUIPMENT AND MATERIALS

Before the Workshop

- Determine audio-visual equipment needed for all sessions, such as projectors, phonographs, screens, public address systems, and physical education/recreation equipment and supplies; borrow or rent equipment and supplies needed.
- Test equipment to make sure each piece works.
- Order all needed resource materials well ahead of time to allow for slow and misdirected mail.
- Preview films and do necessary repair work.
- Make an Equipment Chart, such as the one on page 36, which shows who needs which pieces of equipment at what time and in what location.
- Get extra projector bulbs, carosel and regular slide trays, extra reels, spare fuses, and extra tapes.
- Put together packets for participants.

During the Workshop

- Distribute packets to participants.
- See that all equipment and supplies are delivered to the right location at the right time; test all equipment to see that each piece works.
- Check the public address systems to see that each is working.
- Be sure spare bulbs, fuses, and extra tapes are delivered with equipment.

After the Workshop

- Return borrowed or rented equipment and materials.
- Evaluate order, delivery, and return systems for equipment, materials, and packets.

EQUIPMENT PLANNING CHART

DATE OF SESSION	TIME OF SESSION	LOCATION OF SESSION	SESSION LEADER	EQUIPMENT NEEDED	RETURNED
10/18	9:30 - 10:30 AM	Rm. 212	Ms. Jones	parallel bars, overhead projector, screen, projection table	
	9:00 - 10:30 AM	Gym	Mr. Adams	mats, slide projector, microphone w/cord, screen	
	10:30 AM - noon	Pool	Ms. Ames	chalkboard, kickboards	
	10:30 AM - noon	Rm. 8	Mr. Smith	lecturn, microphone, 16mm projector, screen, phonograph	

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PERSONNEL

Before the Workshop

Determine criteria for speakers/chairpersons and other presentors based on the subject and purposes of the workshop. The Workshop Planning Chart (pages 27 to 30) may be used in this process.

. KEYNOTE SPEAKER

Should be a knowledgeable leader, such as--
- --director of state association for mental retardation, cerebral palsy association, or similar organization.
- --specialist in physical education, adapted physical education, recreation, therapeutic recreation, special education, health, or a related area from a nearby college or university, school, or facility.
- --representative from a professional association, volunteer organization, or parent group.
- --director of a state or local facility that has an outstanding program.
- --government officials (local, state, or federal) who have been interested in and/or involved in programs for impaired, disabled, or handicapped persons.
- --impaired, disabled, or handicapped persons who speak publicly.
- --outstanding practitioner.
- --involved personality.

. OTHER SPEAKERS OR PRESENTORS

Might be representatives of--
- --consumer or parent groups.
- --public or private schools.
- --community recreation agencies or park boards.
- --youth-serving agencies, such as YM/YWCA, settlement houses, or scouting.
- --state residential facilities, regional facilities, day care centers, activity centers.
- --parent associations, civic organizations, service groups.
- --medical or psychological groups, including hospitals, developmental centers, special clinics.
- --college/university programs and developmental centers.
- --special programs such as Recreation Center for the Handicapped in San Francisco or Community Association for the Retarded Wedde Handiswimmers in Palo Alto, California.

--demonstration projects and/or federal or state funded projects.
--camp and outdoor education/recreation programs.
--special programs such as swimming, skiing, sports, or perceptual-motor development.

. CHAIRPERSONS OF SMALL GROUP SESSIONS

Should have ability to draw others out, keep the topic in focus, and have an understanding of the subject under discussion.

Invite individuals with necessary qualifications who meet criteria to conduct sessions at the workshop.
Brief speakers, chairpersons, and other presentors in terms of what is expected of them and help they may expect from the planning committee. Have speakers submit copies or summaries of their talks to the workshop chairperson or press room (or both) on the day of their presentation or, preferably, sooner.
Be sure that speakers, chairpersons, and other presentors know times and days of their sessions; if they have hand-out materials, they need to know the anticipated number of participants for their sessions.
Check that information about speakers, chairpersons, and other presentors is accurate before it is printed in the program or sent to the media.
Select persons to serve as guides, recorders, session chairpersons, and registration personnel. Do not overlook the possibility of using impaired, disabled, or handicapped persons in these capacities. This may bring about increased interaction between participants and individuals with various handicapping conditions.
Brief these personnel thoroughly as to their duties.

. GUIDES

Direct people from session to session and answer specific questions about location of rooms and the program in general.

. RECORDERS

--note the number of people who attend the session to which they are assigned.
--summarize what was said by speakers and/or panelists, or done by demonstration groups.
--obtain copies of presentations and hand-out materials.
--turn in reports to a designated person in a specific room at a certain time.

. SESSION CHAIRPERSONS

--introduce speakers, panel members, participants in demonstrations, recorders, and leaders who are attending the session.
--summarize the topic.
--make announcements about the program.
--see that the session begins and ends on time.
--coordinate activities within the session, such as rotation, if leader or participants rotate from demonstration to demonstration.

. REGISTRATION PERSONNEL

--sit at a designated registration table and hand out registration materials, such as programs, identification badges, meal tickets, and information about places to eat in the community.
--be prepared to answer questions and handle emergency situations.

<u>During the Workshop</u>

. Be sure that recorders, ushers, session chairpersons, and registration personnel have equipment, supplies, and information necessary for them to carry out their jobs.
. Be prepared for any emergency that may arise.

<u>After the Workshop</u>

. Send thank-you notes and remittances (if pre-arranged) to all personnel involved in the workshop.
. Evaluate speakers and other personnel in terms of participant response to them and their effectiveness--i.e., presentation, content, relevance, and other appropriate criteria.

EXHIBITS

Before the Workshop

- Determine where exhibits can be set up, capacity of the area, and hours of operation.
- Arrange for commercial and educational exhibits that supplement formal presentations and demonstrations on physical education, recreation, and related program areas for impaired, disabled, and handicapped persons. Commercial exhibitors can help in underwriting part of workshop costs. Noncommercial sources of exhibits include--
  - --consumer and advocate groups.
  - --professional organizations, volunteer agencies, and parent groups.
  - --community agencies, institutions, and colleges and universities.
  - --government agencies (federal or state).
  - --information/resource centers.
  - --outstanding programs.
- Assign space to each exhibitor; obtain tables, chairs, and other display materials if an exhibitor cannot supply them.
- Establish registration, set-up, and take down procedures.
- Consider exhibitor demonstration sessions.

During the Workshop

- Arrange for orderly set-up of area well in advance of time exhibits are scheduled to open.
- Provide necessities for exhibitor demonstration sessions.

After the Workshop

- Arrange for orderly take down of area after time exhibits are scheduled to close.
- Obtain evaluation of exhibits and related activities.
- Provide opportunities for exhibitors to evaluate these aspects of total workshop program.

REGISTRATION PROCEDURES

Before the Workshop

- Put together registration packets which might include--
  - --the program.
  - --identification badge.
  - --copies of presentations and other program information.
  - --hand-out materials describing on-going programs.
  - --fliers, brochures, and other professional materials.
  - --list of area restaurants and sites of interest.
  - --evaluation form(s).
  - --pencil.
  - --note pad.
  - --other items and products; check with local Chamber of Commerce and various commercial enterprises for free and appropriate materials.
- Plan registration procedures that are to be used. Determine cost per participant of attending the workshop, one day, specific sessions.
- Consider pre-registration, particularly if you expect a large attendance. This greatly speeds up registration for you and participants and expedites flow of traffic. If pre-registration is used, devise a registration form to be sent to individuals with the notice of the workshop (see section on Publicity). Participants can return the form with payment and be mailed a registration packet, or simply pick up the packet on registration day.

During the Workshop

- Have a well identified registration area that is open during certain hours.
- Implement registration as planned.
- Provide for late and daily registrations.

After the Workshop

- Evaluate all aspects of registration from points of view of committee, participants, speakers, and workers.

EVALUATION

Before the Workshop

- Develop instruments and procedures by which participants can evaluate all aspects of the workshop--facilities, arrangements, program, speakers, demonstrations, materials, special events, organization, exhibits. Evaluation can be in the form of questionnaires in which participants fill in answers or check off most appropriate responses to certain key questions. In the latter type of questionnaire, consider an even number of possible responses (i.e., excellent, good, bad, poor) which eliminates a hedge answer of average or fair. Purposes of evaluations are to determine--
  - --how participants felt about the workshop.
  - --if participants felt that the workshop met stated objectives.
  - --effectiveness of speakers, facilities, and exhibits.
  - --if participants got practical ideas, solutions to problems, and relevant resources from the workshop.
  - --if participants have the desire to go back home and start a program or expand their present efforts.

- Sample evaluation forms appear in the Appendix pages 53-65.

During the Workshop

- Meet with planning committee before the first session and after the final session each day to evaluate informally what's happening and to make necessary adjustments.
- Explain evaluation procedures to participants and ask them to fill out and return forms before leaving the workshop.
- Explain in the final session that participants will receive a follow-up evaluation form in about six months to determine how effective the workshop was in terms of what participants have done since taking part in the program. The intent is to see how many have initiated new programs, expanded existing ones, and used or adapted ideas, suggestions, recommendations, or concepts stressed at the workshop.
- Consider a steering committee of participants to meet with planning committee daily for input and additional evaluation.

After the Workshop

- Meet with planning committee to prepare a final evaluation of the workshop and to arrange for sending out follow-up evaluation materials.
- Study and analyze evaluation forms filled in by participants.
- Conduct follow-up evaluation to determine effects and impact of workshop on programs and activities.
- Schedule a meeting after follow-up forms are sent out and returned; analyze results.
- Meet with next year's committee to discuss evaluations and planning, and to help your successor avoid some problems you faced. Take six month evaluations into consideration when planning the next workshop.

APPENDIX A

WORKSHOP PROGRESSION PLAN

The detailed plan of a day-and-a-half workshop reproduced here reflects the importance of thorough and advanced planning. This plan was formulated and used in an actual workshop that was a tremendous success. As you study the plan, note that--

- --individuals named throughout are responsible for being at certain places at specific times to perform stipulated tasks.
- --materials, equipment, and supplies needed at specific times are listed along with the individual responsible for seeing that they are at the designated place when needed.
- --workshop committee members and consultants can refer to the plan quickly and know just where each is to be at a precise time.

A detailed game plan helps you and the planning committee prepare a plan to fit your workshop. It guides you in setting down details, planning in depth, and securing personnel and equipment needed to run the program smoothly and efficiently. This is a representative example of a workshop game plan--it does not by any means constitute the <u>right</u> way to make such a plan. Use this plan as a guide, but only as a guide. Adapt the plan to your program, facilities, and workshop, and you'll be on the road to conducting a useful, practical, and relevant program dealing with physical education, recreation, and related areas for impaired, disabled, and handicapped persons.

DAY I (Monday)
General description of workshop progression.

8:00-8:45

1. During this period registration will be held. Each participant that has not pre-registered will be required to fill in this registration form.
   Personnel: . Secretaries
   Materials: . Pre-registration forms
   . Typewriter
   . Table or desk at gym door
   Those participants who have already pre-registered will not be required to go to this table.

2. Next to this table will be the self-evaluation-name tag table. Each participant will be assigned to a group by color, five groups. Pre-registrants will already be assigned a color code. Pre-registrants will be divided so as to leave room in each group for individuals who register on Monday. Each registrant is also to be assigned a number.
   Personnel: . Secretary
   Materials: . Printed name tag
   . Set of red, blue, yellow, green, and purple magic markers
   . Name tag holders
   . Official program

3. In the room next to the gym, films will be shown for individuals interested in watching them. There will be a sign to direct people from the registration table.
   Personnel: . M. Jones
   . Films
   . 16mm projector
   . Folding chairs (Bill Davis and Mark Adams)
   Sign: . Film Room (M. Jones)
   One film will run starting at 8:15.

8:45-9:00

This time is allowed for official welcoming. Mr. Morris will welcome the group. Mr. Brown will also make some comments on how the workshop fits in with the total department services.
Personnel: . Mr. Morris, Mr. Brown
Materials: . Speakers table to seat six and microphone (Bill and Mark)

The physical arrangement of the gym for the welcoming will be the same as for Activity Session I. Chairs will be arranged in a horseshoe shape allowing for at least a 20 foot border around the outside perimeter. The number of chairs to be arranged will be decided at the end of the pre-registration period (anticipate 180).

Personnel: . Bill and Mark
Materials: . Chairs

There will be a total of 5 activity areas for each activity-lecture series. These areas will be set up to the walls of the gym--two on each side wall and one on the back wall. They will be marked by two-inch black tape and will remain permanent for the entire two days.

Personnel: . Bill, Mark, and Kay Service Consultants
Materials: . Tape to mark off areas
. Stands for five areas and Flip cards for each activity

9:00-10:00 Learn to Play; Play to Learn: Dr. Stein--Kick off address.

10:00-10:30 Break: During break each participant will stay in the gym. Coffee, cakes, and juice will be available.

Personnel: . May Jeffers and Secretaries
Materials: . Coffee, juice, cookies

10:30-Noon Basic Concepts: Body Orientation and Posture. Procedure: The following description will be referred to in this text as Lecture-activity procedures. Although titles and activities change, the format will remain constant. Dr. Stein will speak and demonstrate activities for 25 minutes. During these periods all participants will be seated in the horseshoe. Following Dr. Stein's presentation, groups will go to assigned starting points and proceed in clockwise rotation to all five activity areas. A hand bell will be rung at ten minute intervals to indicate movement--red tape arrows will indicate movement paths for participants.

Materials: . 1 hand bell
. 1 timer
. 12 rolls of two-inch red plastic tape

All participants will check off blocks for each activity area in which they observe and participate.

Lecture and general demonstration to consist of discussion of body image, laterality, directionality, intensity, formations, space, shape, speed, and self-awareness.

AA. 1. Mat Activities (Direction, Self-awareness, Speed, Space)

- Crawl
- Log Roll
- Knee Walk
- Row the Boat
- Worm Crawl

Personnel: . Mark and Dean
Materials: . Exercise mats
Sign: . Direction, Self-awareness, Speed, Space (Marked AA 1 on back)

AA. 2. Let's Go Fishing
Alteration: Adapted for non-reader either by drawing on cards or instructor illustrating what is written on cards.
Personnel: . Prentice and Johnson
Materials: . 5 x 8 index cards--cut out in fish shape with simple movements on them indicating Body parts, Simple direction, Intensity, and Size
Sign:
- Self-awareness
- Intensity
- Direction
- Size AA 2

etc. for Activity Areas 3-5.

Once the entire group has rotated, we will break for lunch. Planning will need to be made to assure seating of participants. If necessary they could be divided into two groups. If the group system is decided upon, those not eating could look at the book display.

Lunch planning: May Jeffers

Book Display: This will be set up on the stage of the gym. It will consist of various publications by AAPHER on physical education for the mentally retarded. These books will be available for immediate purchase.

Personnel: . One of the summer workers to be there at all times
. Bill and Mark

Materials: . 3 tables to be placed on stage
. 12 ball point pens

1:00-2:00 Balance (AB)

Dr. Stein will give his lecture and demonstration for approximately 30 minutes. This will be followed by the five activity groups forming again. In this activity session there will be a slight alteration--there will be no movement of groups. Each demonstration team will be giving the same demonstration for 30 minutes. We will stick to three devices:

Static Balance: . Balance Beam

Dynamic Balance: . Balance Board
. Bounce Board

AB1. . Marks and Dean
AB2. . Prentice and Johnson
AB3. . Philips and Robertson
AB4. . Palch and Timen
AB5. . Smith and Paul

Materials: . 2 beams
. 2 boards, 2 bottom attachments
. 2 bounce boards
(for each area; to be made at shop)

Sign: . Static and Dynamic Balance

2:00-2:30 Break: Coffee, juice, cookies

Personnel: . Secretaries, May Jeffers

Again all participants are asked to stay in the gym.

2:30-3:30 Lecture-Demonstration in Gym: Judy Newman.

Purpose is to set ground work and theory for using swimming as therapy for mentally retarded and physical handicapped individuals.

Materials: . General stock from Dr. Stein's list
. Speakers table and microphone (Bill)
. Audience chairs in horseshoe (Bill and Mark)

3:30-4:30 Locomotion (AC)
Dr. Stein--lecture and demonstration (30 minutes). Activity groups will then form for 6 minute movement group.

AC1. Mat Activity
Personnel: . Hayse and Gurley
Materials: . 2 mats
Sign: . Locomotion
Mat Activities AC1

AC2. Stepping Stones
Personnel: . Rapley and Cantrelle
Materials: . 3 sets foot prints--rubber
. Creative play things: 4.50 a set
Sign: . Stepping Stones AC2

Similar information for remaining groups.

4:30-5:00 Small Group Discussion
Using marked off activity areas, each of the five groups will be separated. Each participant will be asked to carry a chair from the horseshoe to an activity area and return it after the discussion is over. Consultants will move from group to group to answer specific questions. Group discussions will be led by the demonstration team in that area. Mainly we are interested in feedback for the next days activities.

5:00-6:00 Films
Personnel: . M. Jones
Materials: . 16mm projector

DAY II (Tuesday)

8:00-8:30 Evaluation checklist will be distributed to be completed during the day. At this time any changes in scheduling will be given as well as any other announcements. Then we will begin the fourth activity session.

Fitness Activities for the Retarded
Dr. Stein will give a lecture-demonstration on fitness activities for the retarded. In this presentation, he will emphasize aspects of strength, endurance, power, speed, and agility. He will talk for approximately 30 minutes. The five activity groups will then be formed for the last time.

Similar information for remainder of program.

APPENDIX B

EVALUATION INSTRUMENTS

Evaluation is a vital component in the quest to initiate, expand, and improve workshops, inservice activities, and programs for impaired, disabled, and handicapped persons. Only by giving workshop participants opportunities to express their opinions of a program can workshop planners be sure that they have identified and met needs of parents, practitioners, educators, and impaired, disabled, and handicapped consumers.

Evaluation forms reproduced either partly or totally in this appendix are from actual workshops dealing with physical education, recreation, and/or related areas for impaired, disabled, and handicapped persons. These forms reflect various approaches that have been used to determine effectiveness of workshops in general and strengths and weaknesses of such areas as programs, personnel, and facilities.

From these evaluations have come ideas, suggestions, and recommendations of participants to help make workshops more responsive to actual needs of individuals who work with impaired, disabled, and handicapped persons and needs of consumers themselves. Comments of participants have resulted in modifications to make future workshops better, more effective, and contents more practical, relevant, and useful.

Study evaluation forms and select those that are best suited for your purposes. Adapt them to fit specific objectives and subject matter of your workshop and needs of participants. An honest evaluation can help improve workshops of the future and aid following committees in planning to avoid deficiencies, ommissions, and weaknesses identified in previous programs.

AMERICAN ASSOCIATION FOR
HEALTH, PHYSICAL EDUCATION, AND RECREATION

A MULTIDISCIPLINARY CONFERENCE
Perceptual-Motor Development: Action with Interaction

October 1-3, 1970 Cincinnati, Ohio

Suggestion and Evaluation

Name:_____ Position:_____

1. Do you believe that the stated objectives of the conference were achieved?

   Yes _____ No _____

2. Which session(s) had the most meaning for you? Explain why?

3. Which session(s) had the least meaning for you? Explain why?

4. Suggestions for next steps.

5. Get it off your chest! (Comment on organization of conference, program, schedule, etc.)

(Use reverse side if needed)

WORKSHOP ON PHYSICAL EDUCATION AND RECREATION
FOR THE MENTALLY RETARDED

Workshop Location: _____

E V A L U A T I O N

1. How will you use the experiences gained at this workshop to start new programs for the mentally retarded in your school or community?

2. How will you make changes in your existing programs because of your experiences at this workshop?

3. To what extent did you have an opportunity to express your personal ideas?

4. To what extent did you obtain information that you expected to get from the workshop program?

5. What do you think represent the greatest strengths of this workshop?

6. What do you think represent the greatest weaknesses of this workshop?

7. What would you suggest to improve future workshops? Identify particular experiences which in your opinion would be of benefit to participants of future workshops.

8. In what ways can each of the following agencies be of greatest service to you in your program? (1) AAHPER Project on Recreation and Fitness for the Mentally Retarded; (2) AAHPER Task Force on Programs for the Mentally Retarded; (3) Local University; (4) Association for Retarded Children; (5) Recreation Department; (6) Public Schools.

9. Other comments and suggestions.

A STUDY CONFERENCE ON RESEARCH AND DEMONSTRATION NEEDS IN PHYSICAL EDUCATION AND RECREATION FOR HANDICAPPED CHILDREN

February 17 - 19

University of Maryland, College Park, Md.

E V A L U A T I O N

The Steering Committee for A Study Conference on Research and Demonstration Needs in Physical Education and Recreation for Handicapped Children has asked that every participant and guest-observer complete this evaluation. There are two sections: (1) an overall estimate of the Conference itself, and (2) a definitive estimate of specific sessions. Your cooperation is completing this form will be helpful in planning similar programs at the local as well as the national level. Thank you.

Check one: Participant ( ) Panelist ( ) Guest ( )

1. To what extent did you obtain information that you expected to get from the Conference program?

2. What do you feel were the greatest values of the Conference?

3. List individuals and agencies to whom the Summary Highlights and Final Proceedings should be sent.

WORKSHOP EVALUATION FORM

The purpose of this evaluation is to provide information for making improvements in future workshops. The results will also appear in the final report of the workshop for your use. Do not sign this form.

Background information:

1. How many years of professional experience with the handicapped have you had?_____
2. Educational background:
   Major field_____
   Degrees_____

Please use the following scale in rating each of the statements:

Excellent - 4
Good - 3
Fair - 2
Poor - 1

Pre-workshop information and orientation	4	3	2	1
Explicitness of goals	4	3	2	1
Choice of meeting facilities	4	3	2	1
Choice of lodging facilities	4	3	2	1
Size of agency group planning sessions	4	3	2	1
Time allotted to agency group planning sessions	4	3	2	1
Size of inter-agency group planning sessions	4	3	2	1
Time allotted to agency group planning sessions	4	3	2	1
Division of groups by agencies	4	3	2	1
Divisions into inter-agency groups	4	3	2	1
Recording procedures for planning sessions	4	3	2	1
Rapport established between workshop participants	4	3	2	1
Accomplishments of agency group planning sessions	4	3	2	1
Accomplishments of inter-agency group planning sessions	4	3	2	1
Accomplishment of workshop goals	4	3	2	1

EVALUATION SHEET

Your rating of the consultant will range from 1 to 5 with the number 1 representing the lowest rank, and number 5 the highest. Please prepare one of these for each consultant. Use a check mark to indicate your answer.

On _____ you were visited by consultant

_____. In your opinion, was the pres-
(Name)

entation focused upon:

Your immediate interests	1	2	3	4	5
Your immediate needs	1	2	3	4	5
Stimulation of your interests	1	2	3	4	5
Stimulation of your needs	1	2	3	4	5
Belittling your knowledge	1	2	3	4	5
Presentation of information	1	2	3	4	5
Redundancy	1	2	3	4	5
A model of consultant's own opinions	1	2	3	4	5
A spectrum of research and thinking on the subject	1	2	3	4	5
Development of further generative responses	1	2	3	4	5

NAME_____

ADDRESS_____

CITY_____STATE_____

PROJECT AQUATICS

Workshop Participant Evaluation

For the preparation and implementation of <u>your</u> state plan, please rate the effectiveness of the following elements of the workshop:

ELEMENTS	Excellent	Good	Fair	Poor	Very Poor	
	+5	+3	0	-3	-5	Comments
1. State Plan guides						
2. Explanation of meaning of Project Aquatics						
3. Organization and administration presentation						
4. Facilities presentation						
5. Resources						
A. Film section						
B. Agency information						
C. Materials						
D. IRUC						
6. Legislation						
7. Methods of budgeting and financing						
8. Public relations						
9. Other creative ideas for aquatic programs						
10. Time allowed for preparing state plans						
11. Availability of state leadership						
12. Panel review of your plan						
13. Pool demonstration						
14. Materials recommended						

<u>COMMENTS</u>

1. Was there anything else you would like to have covered, or need? _____
2. Additional comments:_____

Institutes to Develop Guidelines for
Professional Preparation Programs for Personnel
Involved in Physical Education and
Recreation Programs for the Handicapped

EVALUATION

Region: _____Northern _____Western _____Southern

Specialization: ___Physical Education ___Recreation ___Special Educ.

To be completed and returned by each participant before leaving final general session.

Instructions: This evaluation is important to help assess the effectiveness of this program, and to assist in planning similar projects in the future. Comment upon specific questions and points; rate aspects of the Institute for which ratings are requested. Continue questions for which space is not sufficient on the back and/or other sheets. Evaluations can be submitted anonymously.

1. To what degree did the program content and emphasis of the Institute deal with a priority need in physical education and/or recreation programs for the handicapped?

2. Comment upon and indicate the desirability of site location, local arrangements, facilities for the Institute, and similar factors.

3. Make suggestions regarding disseminating and distributing final guidelines to attain greatest possible visibility and impact from the recommendations.

A CHECK LIST FOR WORKSHOP EVALUATION

This check list is for the use of (a) the coordinator and the staff and (b) those who take part in the meeting.

If the trend of replies to the questions is toward "no" and "undecided," the clinic, institute, or workshop probably has been conducted ineffectively; future errors can be avoided if the various replies are discussed by the coordinator and the staff.

	Yes	No	Undecided
1. Was the promotion effective?	____	____	____
2. Did the participants understand what was expected of them?	____	____	____
3. Were the meeting facilities adequate?	____	____	____
4. Were the dining and housing facilities adequate?	____	____	____
5. Was registration handled effectively?	____	____	____
6. Were helpful study materials made available?	____	____	____
7. Were the general sessions:			
a. Relatively free from distractions?	____	____	____
b. Characterized by good physical arrangements?	____	____	____
c. Made meaningful by clear presentation?	____	____	____
d. Appropriate in length and number?	____	____	____
e. Clear as to goals and purposes?	____	____	____
f. Effective as to the use made of educational techniques, sub-techniques, and aids?	____	____	____
8. Were the special interest groups (if used):			
a. Made up of persons who:			
(1) Had common interests?	____	____	____
(2) Could work together?	____	____	____
(3) Were similar in background?	____	____	____
b. Adequate as to physical arrangements?	____	____	____
c. Well conducted?	____	____	____
d. Staffed with the appropriate resource persons?	____	____	____
e. Clear as to their goals and task?	____	____	____
f. Appropriate as to:			
(1) Frequency of meeting?	____	____	____
(2) Length?	____	____	____
g. Effective as to the use made of educational techniques, sub-techniques, and aids?	____	____	____

		Yes	No	Undecided
9.	Were the discussion, practice, or work groups (if used):			
	a. Well conducted?	___	___	___
	b. In suitable surroundings?	___	___	___
	c. Clear as to their:			
	(1) Task?	___	___	___
	(2) Responsibilities to the total group?	___	___	___
	d. Appropriate as to:			
	(1) Length?	___	___	___
	(2) Frequency of meeting?	___	___	___
10.	Did the coordinator and staff:			
	a. Carry out responsibilities?	___	___	___
	b. See that the group was well oriented:			
	(1) Prior to arrival?	___	___	___
	(2) After arrival?	___	___	___
	c. See that schedules were met?	___	___	___
	d. Properly instruct the resource persons?	___	___	___
	e. Help the participants to learn?	___	___	___
	f. Remain flexible and able to make adjustments to aid learning?	___	___	___
11.	Did the resource people:			
	a. Understand their responsibilities?	___	___	___
	b. Understand the techniques they were involved in?	___	___	___
	c. Use understandable language?	___	___	___
	d. Use helpful examples?	___	___	___
	e. Remain available for consultation?	___	___	___
	f. Present information clearly and effectively?	___	___	___
12.	Did the participants:			
	a. Make advance preparation?	___	___	___
	b. Make use of their opportunities for learning?	___	___	___
	c. Attend meetings on time?	___	___	___
	d. Cooperate with the coordinator and the resource persons?	___	___	___
13.	What was accomplished:			
	a. Was useful information presented in the general sessions?	___	___	___
	b. Did the participants show evidence of having acquired information, new viewpoints, or of having changed attitudes?	___	___	___
	c. Was progress made toward the goals?	___	___	___
	d. Have problems or needs emerged which point toward further study or action?	___	___	___
	e. Was there evidence of willingness to accept responsibility for further study or action?	___	___	___

E V A L U A T I O N

Workshop on Physical Education and Recreation for the Mentally Retarded

We are interested in your comments and reactions as they relate to this workshop. The information which you provide as participants will help us to assess the characteristics of the workshop, both in terms of its content and organization.

Most items can be answered with a check (✓) or a brief phrase; additional comments are most welcome. You need not sign the evaluation. However, some facts about the nature of your positions are needed to interpret your response.

This form is to be returned to _____ before leaving the workshop. If you do not stay for the entire workshop, complete the evaluation for that portion you attended. After the workshop committee has reviewed this evaluation, it is to be sent to the Project on Recreation and Fitness for the Mentally Retarded as a part of the workshop report.

Title of Present Position (check one in each column)

Physical Educator	_____	Public School	_____	Administrator	_____
Special Educator	_____	Residential Facility	_____	Supervisor	_____
Recreator	_____	Day Care Center	_____	Teacher	_____
Volunteer	_____	Playground	_____	Counselor	_____
Parent	_____	Camp	_____	Other (specify)	_____
Other (specify)	_____	State	_____		
		Recreation Center	_____		
		Other (specify)	_____		

Directions: Please check the response which best describes your reaction to the statement.

	Very Helpful	Moderately Helpful	Little Value	No Value
A. Mechanics				
1. Orientation to purpose of workshop and how purpose was to be obtained	____	_____	_____	____
2. Total orientation to facilities sufficient to enable you to obtain objectives of workshop	____	_____	_____	____
3. Time Allotted:				
a. Lectures	____	_____	_____	____
b. Discussion	____	_____	_____	____
B. Group Discussion: Did these aspects of group discussion contribute to the workshop objectives?				
1. Interaction with workshop faculty	____	_____	_____	____
2. Interaction with other participants	____	_____	_____	____
3. Size of group	____	_____	_____	____
4. Leadership of groups	____	_____	_____	____

Directions: Please check one response on each side of the scale. ("Repetitious" refers to contact with this materials prior to workshop)

C. Specific Content Areas (list each individual presentation, e.g., major addresses, panel discussions, demonstrations, audiovisual sessions--if possible, list each film, etc. separately--and materials distributed). See example below.

Very Worthwhile	Adequate	Little Value		Mostly New Material	Some New and Old Material	Essentially Repetitious
____	____	_____	Materials Distributed	_____	_____	_____
____	____	_____	Audiovisual Sessions	_____	_____	_____

Evaluation of Specific Sessions

Rating Scale:

Presentation	Content
1. Poor	1. Did not provide adequate treatment and thorough coverage.
2. Below Average	
3. Above Average	2. Provided more than adequate coverage.
4. Outstanding	

Panels and Keynote Speaker

Name	Presentation 1	2	3	4	Content 1	2	Comments
John Doe	—	—	—	—	—	—	_____

Small Group Discussions

1. Were groups organized in the most productive way? Would it have been better to have changed composition of groups to provide for greater interaction among participants and guest observers?

2. Were the general areas and specific topics considered by the groups the most appropriate and pertinent ones?

3. Was the time allotted for each group session adequate?

4. Were sizes of groups appropriate to permit interaction and exchange?

5. Were rotating responsibilities of Chairperson and Recorder effective?

Final Session

Comment upon reporting procedures and other activities of the final session.

Other comments and suggestions

APPENDIX C

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

PROGRAM PARTICIPANT ROLES AND RESPONSIBILITIES[1]

Good meetings are a result of good planning...and that's what these notes are intended to stimulate. It is, of course, impossible for those people in Washington to organize, operate, and control a meeting from the central office; even if we could do this, we certainly would not want to. In the final analysis a truly effective meeting depends upon knowledge, experience, and creative abilities of those immediately involved. Therefore, the following comments are in the nature of suggestions--ideas and approaches which basically we have found of value over the years. There is nothing sacred about them, and they can and should be altered if the situation warrants. In most cases, however, we believe you will find these suggestions of value as you plan for your participation at the NASSP Annual Convention.

Chairperson

The importance of the chairperson is frequently underestimated, and the position is often considered an honorific one. NASSP chairpersons, however, are different in that they have a key role to play in presenting effective programs. About six weeks prior to the Convention, the chairperson will receive a listing of program participants for his/her session. The chairperson should contact all participants; arrange for an exchange of papers, manuscripts, and materials to be used; if needed, arrange to meet with participants at the convention prior to the session to cover procedural details. There should be an understanding as to the general objectives of the session, time allotments and overall schedule, and methods and timing of any audience participation. At the session, the chairperson should:

- Start the meeting on time.
- Introduce session with a brief background presentation commenting on the importance, problems, and challenges of the subject.
- Introduce speaker(s).
- Briefly summarize and note highlights after speaker(s) finish(es).
- In sessions with reaction panel: introduce panel members, guide discussion on reactions, and if questions come from the floor, repeat questions asked and direct them to panel member or speaker for response.

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[1]Included through courtesy of National Association of Secondary School Principals, John F. Kourmadas, Convention Coordinator, 1904 Association Drive, Reston, Virginia 22091.

- In sessions with discussion leaders: introduce discussion leaders and break audience into smaller discussion groups under direction of leaders.
- Keep to the schedule and end your session on time.

Remember to Avoid:

- Talking too much.
- Being passive or uninformed about subject.
- Permitting session to ramble.

Speaker

The speaker, quite naturally, is the very heart of a session. What the speaker has to say and how he/she says it sets the tone and pace of the session, and outlines the framework of what is under consideration. Again here, planning is the key. Analyze your subject. Determine what you think and know about it in light of your own experience and that of others. Express yourself clearly and simply in non-technical language with as little use of statistical data as possible. Reduce your thoughts to writing even if only in draft form or in notes and share this with others in your session.

We cannot give you a categorical answer to the question of how long your talk should be. Part of this is dependent on the subject, total number of speakers, plans of the chairperson, and use of audio-visual aids. Generally, however, the following minimum-maximum guidelines should apply:

- Discussion Sessions -- 10 to 15 minutes for each speaker.

- Concurrent and Special Sessions -- 20 to 25 minutes for each speaker.

Remember to Avoid:

- Starting with disclaimers. "I really don't know why NASSP asked me to talk on this subject because I don't know anything about it." If you feel you must say this, decline participation and tell us what you do know something about. Maybe we can place you on another program.
- Putting off your speech or note writing to the last minute. Give yourself time to refine and screen your thoughts.
- Inserting gobbledy-gook or too much data in your talk. Standard deviations, means, medians, and modes are more often than not of interest to technicians. They sometimes serve for not enough thinking and planning. Much better, interpret necessary data for your audience.
- Rambling on. End your talk when you have covered the subject or reached the time limit--hopefully, both will happen at the same time.

The Reaction Panel

Speakers sometimes look at a reaction panel as the enemy from within or those people whose function it is to poke holes through everything the speaker has said. Sadly enough, this is sometimes the case. In NASSP sessions, however, the speaker and the panel function in a team relationship. The panel members amplify, broaden, or contrast with what the speaker has said. Again here, panel members must give thought to their own experiences and develop a point of view. After they have been introduced, the chairperson may provide panel members with no more than five minutes each for a preliminary statement expressing individual points of view and observations concerning the speakers remarks. They may direct a question or two at the speaker or the chairperson may call for questions from the floor.

Remember to Avoid:

- Giving a separate, unscheduled speech. Stay within your allotted time.
- Beating questions to death. Do not waste your time repeating what has already been said.

Discussion Leaders

Discussion leaders fulfill a vital role during NASSP's discussion sessions. There are two ways they may be used, depending on the session chairperson's approach:

- Function in the fashion of the reaction panel as described previously.
- Break the audience into smaller groups under the direction of discussion leaders.

The latter approach is preferred as it facilitates more open discussion and leads to greater audience involvement. The most effective discussion leader functions somewhat as a chairperson and expresses his/her own views primarily to stimulate others to speak.

Remember to Avoid:

- Dominating the discussion.
- Letting one or two others dominate the discussion.

Swap Shop Session Leaders

Swap shop sessions are somewhat of a NASSP communications experiment. The intent is to provide a time and place where a

specific subject is open for discussion among all who are interested. Round tables of ten will be available for those who want to talk about the subject and those who want to listen to others; those who have questions to ask and those who have answers to give. Each table session has a swap shop leader whose function it is to facilitate discussion. The swap shop leader will undoubtedly draw upon personal experience, but, like the discussion leader, he/she should not dominate a discussion.

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The preceding thoughts have only scratched the surface of what makes a good session, but we sincerely hope that they are of some assistance to you. If there are any specific questions, please contact:

John G. Kourmadas
Convention Coordinator
NASSP, 1904 Association Drive
Reston, Virginia 22091

Phone: 703-860-0200